



Spanish Composition & Communication

Course Details

Course Designator & Number: FOST 3215 (equivalent to SPAN 3015W)

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 60

Instructor: Cemanahuac staff, varies by term.

Course Description

Writing in FOST 3215 (SPAN 3015W) further develops the main linguistic skills taught in the foundation sequence of SPAN 1001-1004. Assignments are designed to help students master narrative constructions and to identify and produce examples of the rhetorical modes of exposition, cause-effect, and compare contrast. Through collection and revision of written compositions in peer review and in literary portfolios, students will learn to identify strengths and weaknesses of their own writing.

Course Objectives

Students will be able to:

- Express themselves spontaneously, with fluency and vocabulary adapted to the context.
- Present speech organized in a logical and coherent manner.
- Produce, edit, and revise written texts using linguistic resources known to them and provide peer review of the written work of others.
- Competency in writing, and continual improvement in writing by the process of instruction, review, and editing.
- Self-correct their mistakes (or most of them) with some exceptions in colloquial or very formal expressions.

Learning Objectives

The course is structured so that the four essential linguistic modalities—speaking, writing, reading, and understanding—continuously reinforce each other and students should become adept in these modalities at a level that is expected of both majors and minors. Besides mastering the arts of conversation and reading, the student will be generating a series of creative and original compositions and written projects for this course. The goal is to continue the process of learning to write clear, accurate, formal, Spanish prose in a range of styles employing diverse compositional strategies. The student will likewise continue the development of fundamental skills and perceptions as a critical reader, critical thinker, and analyst regarding his own writing through revision sessions as part of the process-writing technique.

Methodology

During FOST 3215 (SPAN 3015 W), the teacher leaves the central role and becomes a facilitator, providing students with the alternatives and strategies to develop skills and attitudes that encourage learning. PAGE 2 The teacher creates a harmonious environment of trust that promotes the interaction between students and teacher which encourages the participation of students and allows increasing student autonomy in the language.

Course Prerequisites

Four semesters of college level Spanish or equivalent.

Required Reading / Materials

Valdes. *Composición: Proceso y Síntesis and Cuaderno de Práctica* (bundled together). McGraw-Hill. 5th ed. ISBN 9780078157561

Lyn, Denis & Heyck, Daly. *Tradición y Cambio*. McGraw- Hill. 3rd ed. ISBN 9780072496437

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Attendance class participation, and speech partner	20%
Quizzes	20%
Compositions and journal	10%
Compositions and journal	30%
Final oral exam	10%
Final exam	10%
Overall grade	100%

Assessment Details

1. The Quizzes (pruebas) will be on Fridays of weeks 1 and 2.
2. Final exam - Friday of week 3 of each course.
3. Date of the oral exam: There will be a sign up sheet for you to write your name and select the time on Wednesday of week 3. It will be at your level and you will be asked 5 questions and you will then ask the teacher 5 questions related to the same topic.
4. Class compositions will be assigned by the instructor. The outline, the draft, and the final copy will be graded by the instructor of each course level.
5. Composition portfolio. Once corrected and graded by your instructor, each student will need to revise and rewrite his composition incorporating the suggestions and corrections noted therein. The compositional portfolio will thus comprise these revised copies together with the already graded versions previously submitted.

6. Class participation will be graded (oral ability, written ability, homework and attendance) by the instructor.

7. Journals are to keep in touch with you and to see how your communication skills are improving and they should show improvement throughout the course. Topics are open, you may write about any subject of interest such as new things you are experiencing, unexpected challenges and surprises in the course, current events in México, etc.

JOURNALS WILL BE GRADED.

NOTE: Every Wednesday at 8:50 a.m., leave your journal in the box outside the office. Work, family parties, and family vacations are not considered valid reasons for missing, postponing, or reprogramming your quizzes, oral exams, or final.

Course Content

Unit 1

- **Monday**
- First period:
 - **COMPOSICIÓN:** description pages 15-26, pp. 33-36. Verbs 'ser y estar'.
 - **CUADERNO DE PRÁCTICAS:** pages 18 (a, b), 19 (a, b), 23 (exercise)
 - Homework: **COMPOSICIÓN:** Pages 26-32
- Second period:
 - **TRADICIÓN:** Chapter 1 pages 2-21. Discussion and analysis of chapter 1
 - Homework: **TRADICION:** pages 27-33
 - Homework: **TRADICIÓN:** pages 42-48 (Victoria Ocampo). "Palabras francesas" (I) (II) write a summary and interpretation of the reading to turn in on Tuesday (300 words)
- Third period:
 - Walkabout with the teachers of downtown Cuernavaca, pointing out a few sights and learning how to use the public bus
- **Tuesday**
- First period:
 - **COMPOSICIÓN:** page 63. Compound tenses (antepresente/antecopretérito)
 - **CUADERNO DE PRÁCTICAS:** page 40 (a) **COMPOSICIÓN:** Narrative pp. 37-42
- Second period
 - **TRADICIÓN:** pages 33-36 (César Vallejo) "Un hombre pasa con un pan al hombro"
- Third period:
 - Review present subjunctive: conjugation and structure using different types of verbs.
 - Correlación de tiempos con el presente de subjuntivo.
- **Wednesday**
- First period:
 - **COMPOSICIÓN:** page 65. Preterite and co-preterite tenses
 - **CUADERNO DE PRÁCTICAS:** page 41 (a)
 - Turn in the outline and first draft of the first composition of a description. (500 words). Count them and write them down
 - Turn in the first journal (125 words). Count them and write them down.
 - Homework: **CUADERNO DE PRÁCTICAS:** p. 46 (f), **COMPOSICIÓN:** Narrative on pages 43-51
- Second period:
 - **TRADICIÓN:** pages 93-96 (Nicolás Guillén) "Balada de los dos abuelos"
 - Homework: **TRADICIÓN:** pages 105-111 (Ricardo Pozas) "Juan Pérez Jolote" write a summary and interpretation of the reading to turn in on Thursday (300 words)
- Third period:
 - Review of Preterite y copreterite.
- **Thursday**

- First period:
 - **COMPOSICIÓN:** pages 52-63
- Second period:
 - **TRADICIÓN:** pp.112-117 (Rosario Castellanos) "Balún Canán" write a summary and interpretation of the reading (300 words)
 - **TRADICIÓN:** Ethnicity pages 85-91
- Third period:
 - Review of preterite subjunctive: conjugation and structure with examples using different types of verbs
 - Correlación de tiempos con el pretérito de subjuntivo.
- **Friday**
- First period:
 - Review for the first quiz
 - Turn in the final copy of the first composition of 500 words. Count them and write them down.
- Second period:
 - First weekly quiz

Unit 2

- **Monday**
- First period:
 - **COMPOSICIÓN:** pages 107-112 (passive voice with the verb 'ser' and reflexive passive)
 - **CUADERNO DE PRÁCTICA:** pages 72 (a, b), 73 (c, d)
 - Homework: CUADERNO DE PRÁCTICA: page 74 (a)
- Second period:
 - **TRADICIÓN:** pages 182-185 (Mario Benedetti) "La guerra y la Paz"
 - Homework. **TRADICION:** The family pages 165-172 write a summary and interpretation of the reading to turn in on Tuesday (300 words)
- Third period:
 - Uses of 'Por and para'.
 - Expressions using 'por and para'.
- **Tuesday**
- First period:
 - **COMPOSICIÓN:** Presentations on pages 82-88
 - Turn in the outline and first draft of the second composition - a narration using 500 words – count them and write them down.
 - Homework in **COMPOSICIÓN:** Presentations, pages 89-106
- Second period:
 - **TRADICIÓN:** pp. 185-187 (Rosario Castellanos)."Valium 10"
 - Homework: **TRADICIÓN:** Education pages 197-203
- Third period:
 - Passive voice
- **Wednesday**
- First period:
 - **COMPOSICIÓN:** pages 155-165. (subjunctive and subordinate clauses)

- **CUADERNO DE PRÁCTICA:** pages 103 (a, b), 105 (a, b), 108 (a) 109 (b)
- Turn in second journal 375 words, counted and written down
- Homework. **CUADERNO DE PRÁCTICA:** pages 110(a); 112 (actividad)
- Second period:
 - **TRADICIÓN:** pp. 224-232 (Paulo Freire) La religión pp. 269-276
 - **TAREA. TRADICIÓN:** Cultural commentary; pages 315- 319 write a summary and interpretation of the reading to turn in on Thursday (300 words)
- Third period:
 - Impersonal use of 'se'
- **Thursday**
- First period:
 - **COMPOSICIÓN:** pages 148-155
- Second period:
 - **TRADICIÓN:** pages 336-344 pages 348-352 (Octavio Paz) "Los hijos de la Malinche" write a summary of the reading (300 words)
- Third period:
 - Passive use of 'se'.
- **Friday**
- First period:
 - Review for the second weekly quiz
 - Turn in the final copy of the second composition using 500 words. Count them and write them down.
- Second period:
 - Quiz number 2

Unit 3

- **Monday**
- First period:
 - The first chapter of the short story **AURA** by Carlos Fuentes
 - Turn in the outline and first draft of the third composition in a presentation using 500 words. Count them and write them down
 - Homework: write a summary of the first chapter (150 words)
- Second period:
 - **AURA** by Carlos Fuentes, second chapter.
 - Homework: written a summary of the second chapter. (150 words)
- Third period:
 - Using 'Se' for unplanned actions
- **Tuesday**
- First period:
 - **AURA** third chapter
 - Homework – write a summary of the third chapter (150 words)
- Second period:
 - **AURA**, fourth chapter
 - Homework: write a summary of the fourth chapter (150 words)
- Third period:
 - Imperative

- **Wednesday**
- First period:
 - **AURA**, fifth chapter
 - Turn in the final corrected third composition using 500 words. Count them and write them down.
 - Turn in journal number 3 using 400 words – count them and write them down
 - Homework: prepare oral presentation on **AURA**
- Second period:
 - Practice your presentation for feedback from the teacher
- Third period:
 - Future and conditional tenses
- **Thursday**
- First period:
 - Oral presentation on the short story **AURA**.
 - Turn in the composition portfolio with all compositions that have been revised and corrected.
- Second period:
 - Review of the authors and texts for the final exam.
- Third period:
 - Final presentations (the written presentation, which includes interpretation, conclusion and personal opinion is 1,000 words) The final written personal evaluation is 500 words.
- **Friday**
- First period:
 - Review
- Second period:
 - Final exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).